

*Mr. Lincoln L*

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THE DUTY OF SELF-CULTURE IN ITS RELATIONS  
TO TEACHING.

[A PRIZE ESSAY.]

PERSONAL improvement is the duty of every human being. By virtue of his very humanity, every individual of the race, stands under a sacred obligation to make as much of his mental and moral powers, as his position in life will permit. No one has a right to bury in a napkin any talent God has given him, any more than he has to pervert it to an unworthy use. This obvious general duty becomes specific and peculiar in its relation to many callings in life; and every one, we think, will decide that in regard to the business of teaching, it is a necessary and primary qualification. Its limits and methods, however, in that particular relation may, perhaps, give occasion for differences of opinion, where, indeed, any definite opinions at all are held on the subject.

Self-culture relates mainly to three things, *manners, mind, morals*. Attainments in all these directions are essential to the teacher's success. Failure in either of them is fatal. Nor can culture in one of these directions make up for its absence in any other. The instructor ought in a high sense to be a gentleman, a scholar, and a Christian. Whoever else can afford to be other than all these, he cannot. And this, we apprehend, will be manifest if we consider the peculiar nature of his calling.

What, then, is the distinctive character of the teacher's vocation? A somewhat extended answer to this question will furnish forcible arguments for continued self-culture in all who engage in the work. We must think, that with all the advance recent years have witnessed in the views and methods of popu-

lar education, even teachers themselves have hardly begun to have adequate notions in regard to the importance and inherent greatness of their work. We cannot say less of it than that it involves the highest responsibilities, and is, in the best sense, most honorable. The business of educating has to do with the soul rather than the body; it is, therefore, more concerned with eternity than with time. *We do not,—for how can we,—sufficiently consider what it is to make an impression upon an immortal mind.* We are dull in our apprehensions of the peculiar honor there is in fashioning a human spirit into forms of intellectual symmetry and grace, which it shall carry not only through the life that is, but onward into the ever lengthening ages of the life that is to be.

In all civilized countries the votaries of art have been held in honor. He who could make the canvas glow with imitated life, and he who could cut from the cold, dead marble, the almost living, breathing forms of animated existence, have both alike acquired lasting renown. Some of them lived far back in the past. Ages have passed away since the crumbling dust of their masterpieces has mingled with the ashes of their tombs; yet their names are held in deserved honor. But there is a coloring that outlasts all time, and eternity will forever add to its brightness. There is a sculpturing too, every line and angle and feature of which, will retain its exact form when the heavens and the earth shall be no more. No less a work than this is every teacher called to perform. Consciously or unconsciously, he is making impressions every day as lasting as the soul. What work, then, more responsible than this? What more honorable, provided it be well performed?

But the teacher need not pass the limits of the present life, to find evidence of the high character of his calling. It bears this character when judged by finite standards, and measured by the relations of time. Leaving wholly out of view those higher relations which connect it with a future existence, and regarding it simply as a business connected with the present life, we know of no nobler employment, none more worthy the efforts of the highest order of intellect. The teacher's forming hand is to be found all along the world's history, in the poets, the philosophers, the statesmen and the heroes of every age. Through these he has shaped the destinies of nations. Unrecognized, unknown perhaps, by the subjects of them, he has sent forth influences that have been felt far and wide. Nor has this obscurity rendered these influences any the less effective. It is a fact, not usually appreciated, that the true origin of great results lies often entirely back of their reputed causes. It is often forgotten that Alexander the Great was long the pupil of Aristotle, as were Alcibiades, Xenophon, and Plato, of

Socrates. "Who," it has been asked, "hears the name of Caius Laelius? And yet Scipio, the conqueror of Hannibal, speaks of himself as but executing the designs of that philosopher." Is it, then, too much to say that had there been no Laelius, there would have been no immortal Scipio, and the great Carthaginian might not have found a conqueror? The greatest of Roman orators, whose fame yet sends its steady light over the abyss of ages, declares that Publius Nigidius, a name that, but for this circumstance, we should hardly have known, was the author of his noblest deeds. And if Cicero could make this confession, how many more of inferior genius could make similar acknowledgments with yet greater propriety? Indeed, however narrow our observation may have been, instances must have come to our knowledge of great power proceeding from those who dwelt in obscurity, even as the earth is heaved, and tossed and cleft asunder, by invisible forces of which we know almost nothing.

Of this hidden power of the teacher for good,—and, let it be remembered, it may be for evil likewise,—we give a single illustration. We once knew a teacher who, in the judgment of those best acquainted with him, possessed the rarest intellectual powers, which he had cultivated with long and varied discipline. For him it was a pastime to read in the mother tongue of Plato and Plutarch, the deep philosophy of the one, and the lofty morality of the other. There is hardly any field of knowledge to which he was a stranger. He seemed to be at home on the classic page, among the higher mathematical studies, or while engaged in unfolding those subtle distinctions which underlie that sublimest of all sciences,—the science of the human soul. And no mind truly awake could listen long to his "wide and large discourse of reason," and not feel something of that awe-inspiring reverence, which the presence of the highest forms of intellectual greatness seldom fails to awaken. And yet he was known comparatively to but few. His personal influence over the world at large was but small. The masses were alike ignorant of his worth and his greatness. With a modesty equal to his unusual attainments, he shrank from display; and having no desire of authorship, and passing away from us in the meridian of his days, but few of the results of his profound investigations will go down to posterity on the printed page. But will he have lived in vain? Far otherwise; for deep in hundreds of young and noble hearts, made yet nobler by his sublime teachings, were treasured up the living thoughts his "winged words" bore thither, and there will they be cherished in undying remembrance. Love for Truth and Honor and Duty was inspired in minds that are to influence men from high places of authority and trust; from

the pulpit, the bar and the halls of legislation. Through his pupils will his influence be transmitted to other minds, and thus has he set in motion a tide of healthful agencies that will ebb and flow to the end of time. Not far from the quiet waters of a New England lake, stands a massive granite shaft erected to his memory by his loving pupils. It bears no flaunting eulogy upon its tablets. It rises in solid yet simple grandeur, an apt symbol of his life, whose name, with the day of his birth and of his death only, is cut in relief upon the solid stone. As we stood, not many months ago, beside that monument, with sentiments akin to those of the pilgrim who has reached some long-sought distant shrine, we could but feel how fitly it illustrated the enduring influence of him whose ashes are reposing at its base.

Let it not be supposed that the importance or the responsibilities of the teacher's calling are confined to the higher walks of the profession; or that they belong exclusively to those chiefly engaged in finishing the work. The instructor, at every stage of his business, is concerned with intellectual and moral development; and we are yet to be informed that the earliest part of this business is fraught with less important consequences than that of any later period. Of how little value is elegance of finish, or beauty of exterior ornament, to that edifice, whose foundation was laid at first in the treacherous sand! Or, to use a better analogy, of what avail is any effort to remove an unsightly crook in the sturdy tree, which commenced while yet the tree was a tender shrub? We know not how soon the infant soul begins to receive from the world without its shapings and tendencies. But we do know, that after this time has arrived, its earliest are its most impressible periods. It is, then, that little causes, as we call them, produce great results. A word, a look, a tone, a tear, or a smile, every one does its work. Sunny and joyous tempers have sprung into life under the genial influence of a constantly cheerful countenance and voice. At this period too, harsh and irritable dispositions are bred amid strife, in an atmosphere of moroseness and ill humor. Thus early does the die give the enduring stamp. A very few years suffice to give full vigor to those elements which expand into a Cowper or a Byron; a Washington or a Bonaparte. "The boy is father of the man," says a poet; and most true it is, that the human character receives its form in childhood. Let no one, then, touch the young soul, that wondrous birth of heaven, with a careless or unpractised hand. Whoso does this does it at his peril.

Thus, in whatever view we regard the teacher's vocation, whether in its relations to this or the future life; in its connection with the earlier or later periods of intellectual develop-

ment; in its immediate results upon the pupil, or its more remote effects, ever going forth from him as a central source; in each and all these views, we find abundant evidence of its peculiar excellence and responsibility as a calling. The teacher is thus seen to be a *fashioner of human souls, moulding them measurably, into his own likeness.*

This character of his work indicates, at once, what that of the instructor should be. He owes it most sacredly to his noble employment, that he be no intellectual sluggard. Unrefined manners, an uncultivated mind, or an easy conscience, have no business here. They are not the fitting appointments for this most elevated work. The teacher has chosen an office most responsible and most honorable. Let him do it honor, then, by his own manly character and his faithful labors. But this he will fail to do, unless he is ever diligent in work of self-improvement.

We have said that self-culture has reference to external habits, the mind, and the heart. Some more specific consideration of each of these will be pertinent to the subject.

If the foregoing views are correct, the external manners of the teacher are not of minor consequence. Pupils continually copy the teacher, and usually go farther than he, if he is addicted to coarseness of any kind. If they are well bred at home, they will probably disrespect him; if not, they will most likely become confirmed in their own rudeness by his example. Some regard for dress, even, is most important. We are, we confess, no great admirers of those who are careless in this respect; and still less do we respect those who affect oddity or indifference here. We do not think we could even sympathize with a modern Diogenes. While we should despise a fop, we should feel an almost equal degree of disgust with one who purposely or otherwise should play the philosopher in rags. And worse than any where else is this in the teacher. He needs to be scrupulous in regard to his person, his dress, and his manners, as well as in his pronunciation and his use of language. Fifty, a hundred, and perhaps more pupils are accustomed to see him some hours every day. They become familiar with all his habits, even the most minute. If he is careless in his dress, eccentric in his manners, coarse, low or worse in his words, some of his pupils, it is to be hoped, would appreciate such qualifications; but a greater number probably would become his copyists. We shall not be understood as advocating finical exactness; an undue preciseness which is among the worst species of affectation, and not, if our recollection serves us, entirely unknown to the profession. But we would express most decidedly the belief, that no one destitute of refinement and courtesy, whatever else he may have, is fit

to be a teacher. The school-room should be a place, the very atmosphere of which is pervaded with the spirit of true politeness.

*Progressive intellectual culture* is, if possible, yet more essential to the true teacher. He must always be a learner. To be willing to stand still here is to be willing to go backward. And yet the temptation to stand still is as great as the yielding to it is fatal. This may be seen at a glance. The teacher spends hours every day in immediate mental contact with those who are perhaps greatly his inferiors in age and knowledge. He is by his position constantly a superior. This continued relation, and the consequent feeling which must accompany it, tend to work out at length an overbearing spirit, conceited and pedantic. Hence has sprung that peculiar genius, born of Ignorance and Conceit, known in all times as the genuine pedagogue, and deservedly the butt of ridicule and satire from the time of Solomon downward. We account for the odium that falls upon his luckless head, on the principle that the caricature of anything is disagreeable, just in proportion as the thing caricatured is really excellent and noble. The pedant is the true teacher in caricature; hence he becomes the object of unmitigated disgust.

There is, we say, in teaching, such a tendency. This tendency brings with it no necessity, however. It can be easily resisted. To do this successfully the teacher must grow intellectually; and this growth implies an ever-widening sphere of knowledge. A higher standard of education, indeed, is now demanded by public opinion, in common school teachers, than formerly. The time has happily gone by when the candidate would answer, provided, by dint of digging, he could keep in advance of his classes. A considerable degree of culture is now required—we hope the demand will be greatly increased—in every one who takes charge of a school of any kind. And we doubt not that a teacher may, for a time, be tolerably useful, even if his education is chiefly limited to the studies he has occasion to teach. But if he stop long here; if he make the bare demands of the school-room the limit of his attainments, his mind will contract, his self-conceit dilate, and pedantry will grow thriftily on its proper soil. Now, in order to forestall such a result, the teacher needs some constant intellectual employment, calculated to enlarge and discipline his mental powers. In deciding what this employment shall be, every one, of course, would consult his own preferences. There are, however, many branches of knowledge essential to the highest usefulness of the teacher, and also in themselves most valuable acquisitions, which are not usually required as qualifications in a large class of instructors. A knowledge of Intellectual Phi-

losophy, for example, is not required by Committees and school laws, in order to teach primary and grammar schools. And yet, if the brief views of teaching we have given are near the truth, how unfit is any one to teach even such school, who is ignorant of the powers of the mind and the laws of its action. As unfit, in truth, as he to build a temple, who is ignorant of the first rudiments of architecture.

Highly useful, also, to the teacher, is some knowledge of the classical languages and literature. Our own vernacular, as all know, is largely indebted to those wonderful languages; and whoever would understand the full power of those words we have thus borrowed, must learn them in their birth-place and among their kindred. And as to studying those old philosophers, poets, moralists and historians through translations, it is, for the most part, like looking at the finest landscape in the dim twilight, so that he was not very far from the truth who said there really never were but two translations — those of Enoch and Elijah. Every student, moreover, knows how thoroughly and extensively classical allusions are woven into the very texture of the finest English literature. We may now regret this, perhaps, but it will make the fact no otherwise than it is. The great poem of the language is literally full of allusions to the old histories and mythologies. Hence the value of some attainments in this direction to every teacher. And then there is a knowledge of history, far more extended than the school books give, always useful to the instructor. For he is especially concerned to know the great science of man; and this must be studied mainly in language and history. These studies, most appropriately termed the Humanities in the older schools, while they are useful to all, are, on many accounts, especially advantageous in the business of teaching. In fine, that bond of brotherhood, so aptly termed by Cicero, *quoddam cummune vinculum*, which runs through and binds together all the various branches of science, makes them mutually illustrate each other; so that he who undertakes to teach any one of them will find his capability to do so increased, almost in exact proportion to the extent of his knowledge among the rest. Pushing his researches thus into one and another of the departments of knowledge, the teacher will accomplish two most important results. He will discharge a debt which he owes his noble calling, and cultivate himself as a man. He will thus escape that narrowness of thought and view which so often characterizes the pedantic schoolmaster, and which satirists have so often used to the discredit of his profession, and will elevate himself and honor his calling.

We are not unaware that we may be met here with the difficulty that the time allotted to many teachers, for their own cultivation

in reading and study, is small. It may be said that the greater portion of each day must be given to the school, and that the remainder is needed for physical exercise and social intercourse. We admit the difficulty to some extent ; still, judging from what has been done, we are convinced that a proper and systematic arrangement, in regard to time, will give considerable opportunity for so desirable an object. Instances are not wanting of teachers of the very highest usefulness, making large literary attainments. Difficult languages have been learned and abstruse sciences acquired. We have in our mind at this moment a distinguished professor who, years ago, while engaged six hours each day in teaching boys, began the study of Hebrew, and read the Old Testament through several times in that language. Honored female teachers, too, some of whose names are familiar to us as household words, might be named, who have cultivated most assiduously their own minds while actively engaged in the duties of their chosen employment. Almost all of us know the great acquisitions of Dr. Arnold, who, while engaged many hours every day in teaching, found leisure time in which, both as student and author, he gained high and worthy distinction in the republic of letters. Such examples show us what may be done by a careful economy of time and rigid adherence to system. They show us, too, that the business of instruction does not necessarily cramp the mental energies, nor prevent their growth ; and that while one is a teacher, he may also become a man of taste and letters. In fact, we think it both the duty and the privilege of every teacher to be such ; and unless we greatly mistake, it will be found true on careful examination, that those teachers who are doing the most for their own mental improvement, are, as a general rule, the most useful to their pupils.

That *moral culture*, also, is essential to every teacher, hardly needs an argument. The matter is so self-evident as to require little or no illustration. In our own State, where from the very beginning the cultivation of the heart in all schools has been supposed, as a matter of course, to take precedence of every other ; and where the school laws not only recognize religion as the highest and noblest possession possible to the mind, but also enjoin it upon the teacher to inculcate piety and Christian morals, love to God, and love to man,—here, we say, it is too obvious almost for remark that the teacher should possess high moral and religious principle. “The business of a schoolmaster,” said Dr. Arnold, “no less than that of a parish minister, is the cure of souls.” This may be stating the matter strongly. But true it is, that he must have clean hands and a pure heart, who aspires to this sacred calling. And this moral element should never be suffered to lose anything of its vitality or force. It should receive the most assiduous cultivation. There should

be in the educator a life and a growth of all good affections. To all who fall short of this, and bring strange fire to this consecrated altar, the words of the Sybil to the companions of Æneas are a fitting admonition, *Procul, o, procul este, profani.*

We have briefly seen what teaching *is*, and what it *requires*. It is surely matter of pleasant reflection that teachers in our midst are coming every year better to understand the true character of the r<sup>e</sup> calling, and the relations they sustain to it. This state of things gives promise of a time not distant, when their ranks shall be filled with highly cultivated men and women, and the name of teacher shall be suggestive only of taste, refinement and all good culture. Every teacher is interested in such a result. Let each do his part, and the work will speedily be accomplished.

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## THE RELATIONS OF TEACHER AND PUPIL.

BY —————.

AN important means of promoting the usefulness of common schools is *diffusion of a correct knowledge and sense of the relations of teacher and pupil.* From the want of just and steady principles respecting these relations, the benefit of schools is often much abridged. Difficulties not unfrequently arise in school districts, and in schools themselves, from a want of definite views on the part of parents and teachers respecting the legal rights, powers, and duties of the latter. Knowledge of the extent and limitation of his authority is hid from his eyes. Access to it is exceedingly difficult. It is not open to him in the statute book, to which his approach would be comparatively easy. It lies in fragments scattered up and down in a wilderness of judicial decisions spread through different States, for though the decisions of courts in other States are not of themselves valid here, there is a wise respect paid to them in our own courts, and a cautious hesitation to come into conflict with them. They have the authority of revered wisdom if not of positive law. The Committee, too, are sometimes embarrassed in the discharge of their duty. They find it extremely difficult to ascertain the limits of either the teacher's authority or their own. They cannot always tell whether they are over or within the line of their duty when the intervention of their authority is called for by the earnest complaint of parents and by the insubordination of individual or confederate scholars. The inconvenience of this vagueness is more extensively felt than complained of. Perhaps the autho-

rity of the teacher is too general in its nature to be confined within bounds that shall exactly comprehend the various contingencies that may happen. If we should venture to say that the occasion for the use of authority must determine its limits, there might still be a wide diversity of opinion as to what should constitute an occasion for its use; and if all should agree as to the call for its exercise, they might differ widely as to the measure and the mode of it. As there is great need of discretion in the teacher, there is also much need that discretion be allowed to him. His is an approximation to parental government, and, so far as the one approaches the other, so far should a similar discretion be conceded. Regarding then the teacher as, to a considerable extent and for the time being, in the place of the parent, we think that, as in the one case, so in the other, the law will not interfere with the exercise of authority, except where the bounds of reason are clearly transgressed, and the exercise of it works palpable injury to the subject of it, and tends thereby to make inroads on the social welfare. In doubtful cases public justice will lean to the teacher rather than to the pupil, as it presumes the discretion of the parent till the proof plainly forbids such presumption.

Unless we widely err, the due authority of teachers has, in many instances, been gradually frittered away, and the art of coaxing has been required instead of discreet *government*. In schools of from forty to a hundred scholars, where the number is nearly equalled by the variety, a morbid sentiment relies for subordination on the power of persuasion alone. Those who are governed nowhere else, and nowhere else persuaded, are expected to be held under a salutary restraint by the gentle sway of inviting motives. If we may suppose cases where this lenient power is strong enough to curb the wayward and subdue the refractory, we think it must be in cases where rare skill is applied to select specimens of human nature. We urge nothing against the power of persuasion within its reasonable limits, and we could wish that these limits were much wider than they are, as they doubtless would be with improved domestic education. Early and steady respect to authority at home, prepares the way for easy government in school, and whilst it is a perpetual blessing to the child, it is a present comfort to the parent and a service done to the public. Not till an even-handed authority creates the power of persuasion at home, may we expect its triumph abroad. Whatever value, then, we put upon its gentle influence, we think that, at least in schools, it is not good for it to be alone. Law, not a name, but a power, must have a known existence, and if this knowledge cannot be communicated by its letter, it should be acquired by a sense of its wholesome penalties. There are those so headstrong from long indulgence

and from their habits of early domination, that to bring them to their duty in school, and to keep them from marring their own and others' good, by the gentle power of motives, would be as unreasonable an expectation as that of subduing the wild colt of the prairie without a thong or a bridle. To say that such should at once be turned out of school, is to say that they shall not have the very benefit which all need, and they more than others, the benefit of a well-governed school, to whose government their submission might be a salutary novelty. To expel a pupil from school should be done only by a cautious decision and as an ultimate resort. To inflict upon him this disgrace, and to deprive him of the advantages of education is, in some sense, to punish the community. Such a result may sometimes be unavoidable, but in most cases it may be shunned by the prevalence of a quick and strong sense, within the District, of the importance of a firm and well-sustained government in the school, and by leaving mainly to the discretion of him, who is held responsible for the success of the school he teaches, to find where persuasion can, and coercion must, do its work.

We are unwilling to dismiss this part of our subject, without pressing further the importance of a correct general sentiment respecting schools, both public and private, and of every grade. We think that much of the inefficiency of schools is occasioned by an unintentional and indirect interference of parents with the appropriate authority and influence of the teacher. It is an interference that works no less effectually because its operation is indiscreet and unsuspected. We refer to a home-bred influence that springs up by the fireside and around the table. It drops from the parent's lips on the heart of his child, to be carried into the gatherings of children in the neighborhood, and thence, with accumulated power into the school, there to injure, if not to frustrate, the best endeavors of otherwise competent and useful teachers. It takes the place of a salutary influence that might easily be exerted by the judicious and decided coöperation of parents while their children are under the domestic roof. The indulgence of parental fondness humors the waywardness of the child, lends a willing and partial ear to his unfounded complaint against the teacher, entertains unjust suspicions of the latter's intellectual attainments, and discretion in government. Instead of placing the full weight of parental authority in the hands of the teacher, it takes away from those hands much of the authority which the deliberate and settled wisdom of the State has placed in them. We therefore respectfully, but with an earnest voice, call upon parents, by their tender and sacred regard to the best interests of their children, and by their enlightened respect to the general good, to refrain

carefully from weakening the government and diminishing the usefulness of the teacher by hasty or ill-founded distrust of his competency or faithfulness, and to consider that, in the regulations of his school, and in his judgment of the character and conduct, the merit or demerit, of the scholar while under his eye, he has advantages for discernment which can be possessed by no one else ; and to bear in mind that, as a general fact, the teacher feels his responsibility more deeply and constantly than others feel it for him, and that his reputation and disposition stimulate him to put forth his best exertions for the useful advancement of the school. Let them not forget that, while the children are in school, parental authority is passed away into other hands, and that neither the parent nor the scholar should entertain the thought that any remnant of domestic power may infringe on the supremacy of the teacher, whilst standing where the public will has placed him.

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### THE PROPER CHARACTER OF SCHOOL BOOKS.

BY —————.

WE deem this a subject of no small importance. Books which are to be used in common schools for teaching the elements of Grammar, Geography and Arithmetic, should be *simple* and *clear*, that the youthful mind may comprehend them without discouragement to diligence; *correct*, that they may not mislead it; and *systematic*, that it may not only acquire knowledge, but that it may, in a due degree, be disciplined and led on by such gradations as shall invigorate the mind, and allure it to make further progress when it shall be left to its own unassisted efforts. The improvement which has been made, within a few years, in books for teaching these branches of education, is a pledge that little will be wanting to meet the just demands of public schools.

There has been much diversity of opinion respecting *the character of books suitable to be used in the exercise of reading*. Books which are read much in schools, as books for reading should be, have no small influence in forming the taste and the sentiments of those who use them. The books for the more advanced pupil being used both for reading and grammatical analysis, he acquires a familiarity with them; their sentiments, and often their language, are engraven on the memory; even that which seems to be heedlessly read over in childhood, is, by the memory's aid, the subject of careful thought in future

years ; and in very many instances, becomes part of the individual's intellectual treasure and moral character, and of the public weal or woe. We are therefore of opinion, without passing censure on the books now in use, that essential public service is done by any improvement in books of this class, and that such books should be models of purity in language, simplicity, clearness, grace and vigor in expression, and, above all, fitted to inculcate and commend ennobling sentiments of private and social virtue, of human rights, both personal and public, of patriotism, of philanthropy,—in short, of duty to God and man.

We deem the art itself of reading to be, in no small degree, dependent on the book that is read, on the structure of its sentences, on the simple grace of its diction, on the vivacity and energy of its expression, on the thoughts which inspire its words, on that combination of literary and moral qualities which quickens the intellect and kindles the heart. Such a book too, in many instances, originates a taste for intellectual improvement, the effect of which is seen in the whole progress of life. A book that should in these respects be a model would be an invaluable treasure to public schools. An approximation to such a model, will be most likely to be made by leaving the door wide open to that competition which is so ready to spy out and to accommodate public wants. A State monopoly of this business would be less quick-sighted than private enterprise quickened by personal interest. Its tendency would be to discourage private effort, and the effect would be that less of mind would be occupied by the subject. Whatever power may safely and conveniently be used by Towns, should never pass into larger hands. It is a principle of liberty, which should be cherished in every thing, that the more minutely power can be divided with safety and convenience, the more widely should it be distributed. As the Towns are competent to select books for their schools, let them do it, and not the State.

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#### A MODEL TEACHER.

The following extract from a letter just received, contains a good description of a class of teachers which is in great demand. Similar applications are by no means rare.

“ We want to find a superior female teacher for our High School — one accomplished, talented, ‘apt to teach,’ commanding the respect and securing the love of pupils, competent to teach Algebra, Geometry, Latin, French, and any of the common branches of study,— one who will *lead* and not *follow*, — who will be a model for young ladies.”

## REMARKS ON THE ANGLO-SAXON LANGUAGE.

## No. I.

IT is well known, as an isolated fact, that a large portion, about five-eighths, of the words of the English language, are derived from the Anglo-Saxon. But, although this fact shows the great importance of the Anglo-Saxon language in its relation to our native tongue, there are few who have even superficially examined it with a view to ascertain more definitely the nature of its influence, and to enjoy the advantage of the light afforded by a more intimate acquaintance with it, not only in ascertaining the derivation of words, but in the cultivation of an idiomatic, expressive, and yet simple, style, and in tracing its influence upon the grammatical inflections and the syntactical construction of the English language. Yet all these are points of interest to every educated man, and the last is of especial importance to the Teacher, whose duty it is to instruct the young in the principles of their native language. Not only do our words in most common use, our peculiar idioms and familiar expressions come from the Anglo-Saxon, but all our grammatical inflections, however modified by the subsequent influence of other languages, acknowledge their source in it.

I propose, in a series of articles which I hope to render concise and few in number, to exhibit the principal characteristics of the grammar of the Anglo-Saxon language, with occasional remarks upon its points of agreement with, and difference from, the English.

A few preliminary historical remarks, condensed from the Introduction to Klipstein's "Analecta Anglo-Saxonica," containing a brief account of the origin of the Anglo-Saxon, and its subsequent modifications, may not be uninteresting. The Anglo-Saxons were a branch of the Teutonic race, whose origin has been traced to Northern India, at the base of the Himma-leh mountains. Hence the affinities of the English with the Sanscrit, and other Eastern tongues. The Teutones first appeared in Europe about seven hundred years before the Christian era, and speedily overran a great part of it. The Saxons first appear as a distinct people, inhabiting Denmark and the adjacent isles of the Baltic together with the Angles, a tribe of kindred origin. The latter have given a name to a part of the island of Great Britain and the combination of the two names, the appellation by which their language is known. Though it is to be remarked that this term does not exist in the language itself, but was applied by foreign writers. The Saxons and Angles, finding themselves pressed by the Danes, who invaded them from the North, resolved to seek new homes,

and in the fifth century, under the command of Hengist and Horsa, effected a landing in Britain. They were received with joy by the Britons, who desired their assistance in repelling the attacks of the Scots and Picts from Ireland and Scotland. But having accomplished this, they were unwilling to leave the island, and a fiercely contested war of the races ensued, until the native Britons were not only conquered, but exterminated. Hardly a trace of their language, laws, or lineage, remained. Their fate was strikingly similar to that of the American Indians. The Anglo-Saxons were Pagans. Christianity was introduced into Britain in the seventh century. From this period may be dated the rise of their written literature. The language continued in its pure state until its purity was in some way affected by the irruptions of the Danes, who obtained a foothold, more or less permanent, from the eighth to the tenth centuries. They were several times defeated by King Alfred the Great, himself one of the first Anglo-Saxon writers. A second change of the language was effected, upon the Conquest of England by William of Normandy, in the eleventh century, by the intermixture of the Norman-French. Although the Normans held but comparatively little intercourse with the conquered people, whom they considered as an inferior and serf-like race, in the course of two hundred years a language compounded of the two was formed, known as the old English. Finally, the Latin element was introduced, with small additions from the Greek and other languages, and the result was the English language ; — a heterogeneous compound, but not surpassed for copiousness and power of expression. Its composition is stated to be in the proportion of about five-eighths Anglo-Saxon, three-sixteenths Latin, one-eighth Greek, and the remainder a compound of French, Spanish, and other tongues.

Y. Y.

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PUBLIC SCHOOLS.—“ We regard them as, under God, the affluent source of New England’s enterprise and skill, her quiet and thrift, her safety at home, and her honor abroad. They are the check and the balance of power; the poor man’s treasure and the rich man’s bond. They are the eyes of liberty, and the hands of law, as they are both the root and the offspring of religion. They were devised by a foresight that reaches every interest of man: they were established by a sacrifice that proves the depth of principle which decreed their being; and they have been guarded, from age to age, by the sleepless vigils of wisdom and goodness. Be it ours, then, to cherish, to improve and to transmit them as a holy trust bearing in its hands the record of past, and the pledge of future good.”

## MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Eighth Annual Session of this Association was held in New Bedford, Monday and Tuesday, the 23d and 24th of November, 1852.

## MONDAY EVENING.

The meeting was opened by prayer from Rev. Mr. Thomas, of New Bedford, after which the President, William H. Wells, Esq., of Newburyport, congratulated the Association upon the favorable auspices under which they had met, and the kindness and attention which had been shown them by the citizens of New Bedford. He referred to the good which the Association was doing in the cause, and alluded to the "Massachusetts Teacher," and the publication of the proceedings and lectures of the Association, as evidences that a good work was being accomplished. Journals similar to the "Teacher" had been, or would soon be, published in many other States of the Union. Mr. Wells spoke of his recent tour in the West. The cause was rapidly progressing in that part of the country. The schools in St. Louis, Chicago, and many other places that he had visited, were in a most flourishing condition. Mr. Wyman's School in St. Louis was not surpassed by similar institutions in New England. We must labor zealously in the cause, or our western brethren would lead us. He hoped to receive letters from the West, during the session, which would give valuable information fresh from the scene of action, and which he would read. We occupied an interesting point in the history of Education; at first, we had rushed on with impetuosity, afterwards we had paused for reflection. It would be strange if some errors had not been committed. We were now making healthy progress, and were gathering strength for greater results.

Teachers should not complain that they are not appreciated; this was not true. Never was there a time when we were held in so high estimation. There was more of the *esprit de corps* among teachers than in any other profession; we were better united than any other body of men. Everywhere had the principle of association among teachers extended, and this was leading to the most satisfactory results. Whilst we were appreciated by the public, we should not complain, but should endeavor to show ourselves worthy of such estimation.

After the reading of the Journal by the Secretary, a committee of nine was appointed by the chair to nominate officers for the ensuing year, as follows:—Messrs. Greenleaf of Bradford, Mansfield of Cambridge, Blake of West Tisbury, Tenney of

Pittsfield, Emerson of New Bedford, Kneeland of Dorchester, Hammond of Monson, Hunt of Plymouth, and Allen of Boston.

A Lecture was then delivered by Mr. Goldthwaite, of Westfield, on "Permanent Results in Teaching." [The Lectures will all be published in the "Transactions." We will, therefore, not attempt a report of them.]

The motion to amend the second article of the Constitution, so that any practical teacher of the State may become a member of the Association, offered at the last meeting by Rev. Mr. Peirce, of Waltham, was taken from the table, and after a long discussion, Messrs. Peirce, Reed and Kneeland, in the affirmative, and Messrs. Vail, Thayer, Poor, Greenleaf and Northend, in the negative, was decided in the negative by a large majority. The Association then adjourned to meet at 9 o'clock on Tuesday.

#### SESSION OF TUESDAY.

Mr. Peirce, of Waltham, gave notice that at the next Annual Meeting he should move to strike the word "male" from the second article of the Constitution, and also to amend the title of the Association by adding thereto the word "male."

The subject of Membership was introduced by Mr. Joshua Bates, Jr., of Boston, who offered the following resolution, which was discussed and adopted, to wit:—Any individual who has once been a member of the Massachusetts Teachers' Association shall be considered as such after leaving the business of teaching, until he shall obtain a regular discharge.

Mr. Greenleaf reported for the Committee on Nominations, and was instructed to report in print.

The Report of the Treasurer was read, and referred to a Committee of three, consisting of Messrs. Hammond, Philbrick, and Parish.

A Committee of fourteen, one from each County, was appointed to take the names of teachers attending the meeting, with the view of publishing them in the "Massachusetts Teacher."

At 10 o'clock, the orders of the day were taken up. Mr. Blake of West Tisbury, Chairman of the Committee appointed at the last meeting to take into consideration the subject of Phonetics, reported favorably in their behalf, and the report was read. [See page 25.] The following resolution was offered for consideration:

*Resolved*, That School Committees be recommended to introduce the new plan of instruction only into schools under the charge of teachers willing to use it.

Mr. Hammond, of Monson, by request, read a minority report, [to be published in a future number.] After remarks by Mr.

Sherwin, of Boston, in favor of testing Phonetics in our schools, the reports, with the resolution, were laid on the table, and the orders of the day were proceeded with.

The Committee on Prize Essays submitted the following report, which was adopted :

#### REPORT.

The whole number of Essays offered is twenty: sixteen by ladies, on "Moral and Religious Instruction in Schools," and four, by gentlemen, on "The Self-Improvement of Teachers."

One of the former class being sent in after the 1st of November, was thought, on that account, to be void of all claim to consideration.

In estimating the relative value of these Essays, the Committee esteemed it their duty to take into consideration, not only the sentiments, motives, and arguments, presented in the several contributions, but also the literary merits or defects by which each might, in any degree, be characterized. Hence, the arrangement of the matter, the choice and collocation of the words and phrases, and other requisites of a good style, as well as the essential elements of all tolerable composition, correct grammar, orthography, and punctuation, have been regarded as subjects of criticism. Nor is illegible penmanship to be considered as any special recommendation of a literary production.

Taking all these circumstances into view, the Committee are highly gratified with the excellence of a considerable number of the Essays. In their opinion, these contributions, for the most part, reflect honor upon the authors, and demonstrate the good judgment of the Association in stimulating teachers to write. Indeed the preparation of these Essays must have been highly beneficial, even to the most unsuccessful of the writers. It is gratifying, therefore, that so many have been offered this year, and it is hoped that even a greater number will be annually presented in future.

Your Committee found little difficulty in agreeing that three of the contributions offered by ladies, have claims superior to those of the others; but to make a selection from those three occasioned no inconsiderable embarrassment. They endeavored, however, to come to an honest and correct decision, and have assigned the prize to Essay No. 12, by Miss Margaret Bliss, of Springfield.

The Essays contributed by gentlemen, are all of a highly creditable character, and it is a matter of regret that there was not a greater number presented. Let not teachers of our sex fail, in future, to do their full share of work in this department of usefulness. The Essay marked D, by Mr. M. P. Case, of Newburyport, is considered as entitled to the prize.

As many of the Essays contain excellent matter for publication, it is suggested, that, unless they should be called for by the authors, they be left at the disposal of the Board of Editors of the Massachusetts Teacher.

All which is respectfully submitted.

THOMAS SHERWIN, } Committee  
CHAS. J. CAPEN, } on  
JONA. TENNEY, } Prize Essays.

New Bedford, Nov. 23, 1852.

Mr. Stearns, of Boston, requested leave in behalf of the Lawrence Association of boys, to present to the Massachusetts Teachers' Association, for gratuitous distribution, some copies of a lecture on the use of tobacco. The request was granted with applause, and a vote of thanks, on motion of Mr. Peirce, of Waltham, was presented in response.

On motion of Mr. Bates, a Committee of five was appointed to take into consideration the claims of gentlemen, who, in past years, had made pecuniary sacrifices in aid of the "Massachusetts Teacher," and report at the next meeting; and Messrs. Reed of Roxbury, Bates, Sherwin, and Thayer of Boston, and King of Lynn, were appointed.

Nathan Bishop, Esq., Superintendent of Schools in Boston, was elected an honorary member of the Association.

On motion of Mr. Peirce, a Committee of five was appointed to report at the next meeting on revising the Constitution, and to propose amendments for that object, and also a set of special rules; and Messrs. Peirce of Waltham, Vail of Salem, and Bates, Thayer, and Stearns of Boston, were appointed.

Messrs. Philbrick and Thayer of Boston, Smith of Cambridge, Blake of Tisbury, and Metcalf of Worcester, were appointed a committee to organize a Board of Editors for the "Massachusetts Teacher," for 1853.

Mr. M. P. Case, by invitation, then read his Prize Essay, and the Association adjourned to quarter of 2 o'clock.

#### AFTERNOON SESSION.

Dr. Stone submitted a proposition from the Managers of Madame Alboni's Concert, to be held in New Bedford in the evening, offering certain facilities for the same. Thanks for the compliment were expressed, and the proposition was laid on the table.

Mr. Hammond, from the Auditing Committee, reported in their behalf on the Finances.

Mr. Tenney of Pittsfield submitted the following resolution, which was referred to the Committee on the Constitution:—

*Resolved*, That Art. II of the Constitution of this Associa-

tion, defining the conditions of Membership, shall be so construed as to include any person who, having acknowledged and practised teaching as the great avocation of his life for, at least, five consecutive years,—has retired only in consequence of age, infirmity, or like necessity, and has entered upon no business, except one having direct connection with the advancement of the cause of popular education in the Teacher's special charge.

The subject of Phonetics was taken from the table on motion of Dr. Stone of Boston, and the meeting was addressed thereon by Messrs. Smolley, Stone, Thayer, Hammond, Cobb, Philbrick and Vail. The subject was then laid on the table.

On motion of Mr. Pennell, the Essay of Miss Bliss, of Springfield, was read by Mr. Sherwin, Chairman of the Committee on Prize Essays.

After which, Mr. J. G. Hoyt, of Exeter, [N. H.] delivered a lecture on "The Indications of Progress in Popular Education," and the Association adjourned to meet at half-past 6 o'clock.

#### EVENING SESSION.

The President read letters from Dr. Lord, of Columbus, Ohio, and Mr. Tice, of St. Louis, giving information in regard to the progress of education in the West.

Voted, That a copy of the "Transactions" be sent to each of those gentlemen, with the thanks of the Association.

Voted, That the Board of Editors be instructed to continue the publication of the "Transactions," if it be considered expedient.

The two Reports on Phonetics were referred to the Board of Editors for 1853.

The Board of Directors were instructed to petition the next Legislature for further pecuniary aid, and for an act of incorporation; also to provide a seal for the Association, and furnish certificates of membership; also, if they shall deem it expedient, to offer, during the ensuing year, prizes for Essays, and make all arrangements for the same.

The Committee appointed to publish the proceedings and Lectures of the Association, were instructed to report to the Board of Directors.

It was Voted, That a copy of the "Transactions" be presented to each of the gentlemen whose lectures were therein contained, and also that one be presented to the State Library.

Voted, That the next meeting of the Association commence at 2 o'clock P. M., on the Monday next preceding the annual Thanksgiving, with the view of prolonging the time of the session.

The following gentlemen were chosen as officers for the ensuing year:

William H. Wells, of Newburyport, *President.*

Benjamin Greenleaf, of Bradford ; Rufus Putnam, of Salem ; D. S. Rowe, of Westfield ; Geo. A. Walton, of Lawrence ; Geo. Newcomb, of Quincy ; Caleb Emery, of Boston ; Eben S. Stearns, of West Newton ; C. C. Chase, of Lowell ; Samuel W. King, of Lynn ; D. B. Hagar, of West Roxbury ; F. N. Blake, of West Tisbury ; N. Tillinghast, of Bridgewater ; Jonathan Tenney, of Pittsfield ; John F. Emerson, of New Bedford, *Vice Presidents.*

Elbridge Smith, of Cambridge, *Corresponding Secretary.*

Charles J. Capen, of Dedham, *Recording Secretary.*

Josiah A. Stearns, of Boston, *Treasurer.*

Charles Northend, of Salem ; Daniel Mansfield, of Cambridge ; J. P. Cowles, of Ipswich ; Calvin S. Pennell, of Lawrence ; John Batchelder, of Lynn ; Ebenezer Hervey, of New Bedford ; Levi Reed, of Roxbury ; George Allen, Jr., of Boston ; James M. Lassell, of Cambridge ; J. D. Philbrick, of Boston ; A. M. Gay, of Charlestown ; John Kneeland, of Dorchester, *Counsellors.*

The subject of Phonetics was then taken from the table, and the discussion was continued by Messrs Sherwin, of Boston, and Rowe, of Westfield, and concluded by passing the Resolution offered by the Committee.

Professor Felton, of Harvard University, then delivered a Lecture upon "The English Language as a Branch of Study in our Common Schools."

Mr Gardner, of Nantucket, after a grateful acknowledgment for the appropriate and beautiful tribute paid by the lecturer to the memory of Webster, spoke eloquently upon the feelings and impulses which the death of the great statesman had excited. Mr. Stearns, of Boston, followed with appropriate remarks on the same subject.

The whole subject of printing the lectures was referred, after some discussion, to the Board of Directors.

Mr. Pennell, of Lawrence, offered the following Resolution of thanks, which was adopted :

*Resolved*, That the thanks of this Association be presented to those gentlemen and ladies who have acted as a Committee of Reception, for their prompt and assiduous attentions ; to the citizens of New Bedford for their very generous hospitalities to female teachers and others, whom they have welcomed to their homes ; to the City Authorities, for the use of the City Hall ; to those editors of newspapers, who have gratuitously advertised our meetings ; to the superintendents of the several railroads,

for the extra facilities which they have extended to us ; to the Lecturers, for the rich gratification and instruction they have afforded us ; to the Editors of the " Teacher," for their successful labors ; to the Committee, who have superintended the publication of the first volume of the Transactions of the Association, for the care and labor they have bestowed upon it ; and our thanks and congratulations to all the competitors for the " Essay Prizes," for their successful efforts, for successful we are assured by the Committee they have been *in producing good essays*, though, of prizes, all could not be partakers.

After eloquent remarks by Messrs. Thayer of Boston, and Dillingham of Sandwich, the Association adjourned.

The next meeting will be held in Boston.

The Prize Essay, by Mr. M. P. Case of Newburyport, will be found on the third page of this number of the " Teacher." The Prize Essay, by Miss Margaret Bliss of Springfield, will appear in the February number. The Essays will be returned to the Authors with the envelopes unopened, on application to Mr. Samuel Coolidge, at the office of the " Massachusetts Teacher."

CHARLES J. CAPEL, Secretary.

## BOARD OF DIRECTORS OF THE MASSACHUSETTS TEACHERS' ASSOCIATION.

THE Board met at the Latin School, Boston, Dec. 12th ult.

The Secretary was instructed to present a copy of the volume of "Transactions," lately published by the Association, to each of the Normal Schools in the State ; to the Chairman of the Legislative Committee on Education, and to each of the members of said Committee ; to Mr. J. D. Philbrick, for the Normal School in Connecticut ; and was further instructed to forward those copies already voted by the Association.

Messrs. Reed, Stearns, and Capen were appointed a Committee to proceed to the publication of another volume of the Transactions.

Messrs. Kneeland, Smith, and Gay were appointed to procure a seal and blanks for Certificates of Membership.

A Committee of five, consisting of the President, with Messrs. Reed, Smith, Allen and Kneeland, was appointed to petition the next Legislature for an Act of Incorporation, and for pecuniary aid.

The sum of thirty dollars was appropriated for the Prize Essays for 1853, and the President of the Association was requested to make arrangements for the same, in accordance with the plan adopted at the last award.

The thanks of the Board were presented to Mr. J. D. Philbrick for his constant, able, and energetic services in behalf of the interests of the Association ; and especially for his valuable services in sustaining and improving the "Massachusetts Teacher."

The Committee on the "Massachusetts Teacher" reported the following gentlemen as constituting the Board of Editors for 1853 :

For Jan., 1853,	George Allen, Jr., Boston.
" Feb., "	E. Smith, Cambridge.
" March, "	E. S. Stearns, W. Newton.
" April, "	J. W. Allen, Hyannis.
" May, "	M. P. Case, Newburyport.
" June, "	W. C. Goldthwaite, Westfield.
" July, "	Charles Hammond, Groton.
" Aug., "	J. W. P. Jenks, Middleboro'.
" Sept., "	W. W. Mitchell, Chicopee.
" Oct., "	A. Parish, Springfield.
" Nov., "	C. S. Pennell, Lawrence.
" Dec., "	J. Tenney, Pittsfield.
" Jan., 1854,	C. J. Capen, Dedham.
" Feb., "	F. N. Blake, Tisbury.
" March, "	C. C. Chase, Lowell.

CHARLES J. CAPEN, *Secretary M. T. A.*

### REPORT ON PHONETICS.

[The following Report was made at the last Annual Meeting of the Massachusetts Teachers' Association.]

THE Committee, to whom the Phonetic system of instruction was referred at the last meeting of the Massachusetts Teachers' Association, have examined the subject, and would report as follows : —

Phonography was invented by Isaac Pitman, of Bath, England, in the year 1837. It is a system of short-hand writing, based upon a philosophical representation of the forty sounds of the language ; the spoken consonants being represented by heavy marks, and the whispered consonants by light marks ; the long vowels being represented by heavy dots and dashes, the short vowels by light dots and dashes.

There is a primary style in which the words are generally written without contraction for beginners ; a secondary style for correspondence, in which some of the most common words of the language are represented by a portion of the sounds

contained in them, in which, while principles of abbreviation, applicable to large classes of sounds, are introduced, each word in the language is still kept distinct from every other word, and a sentence of which, when seen for the first time by one familiar with the art, can be read at the rate of two hundred words per minute; and finally, a third style for reporting, in which there is more contraction, and more abbreviation, and which can be read and written at rates varying from one hundred to two hundred words per minute, according to the skill of the reporter.

About five years after the invention of Phonography, Mr. Pitman, with the aid of Alexander John Ellis, B. A., of Bristol, England, invented a system called Phonotopy, or printing by sound, having printed letters in place of the Phonographic, or writing-by-sound characters, which had been previously used, and soon after attached to this a system of long-hand Phonography, in which the written letters corresponded to the printed letters in the same way as the common or Romanic writing corresponds to the Romanic printing.

In Phonotopy all the letters of the Romanic alphabet were preserved which could be used to advantage. It was found that the three letters *k*, *q* and *x*, were duplicates of other letters, and therefore useless, the sound of the letter *k*, when not mute, being accurately represented by *c*, that of *q*, with the letter *u* added, either by *cu*, or *ew*, and *x*, by *e*, *z*, *es*, or *gz*; in all these cases, *c* and *g* having their hard or guttural sounds. The remaining letters of the Romanic alphabet are made in the Phonetic print, uniformly to represent those sounds for which they most frequently stand in the usual print. The seventeen new letters, which it was necessary to introduce for those sounds of the English which were generally designated by combinations of letters in the Romanic print, were made so much in harmony with the remainder of the alphabet, that a person previously unacquainted with the Phonetic print can read the most of the words without assistance.

It is thought that the principal object in securing this resemblance of the Phonetic print to the Romanic, was originally to induce the public to adopt the former as a *substitute* for the latter. But it has been found, without taking a radical step, that a wonderful gain may be made in teaching the reading, spelling, and enunciation of the common orthography, by the primary use of the Phonetic alphabet, and the Phonetic books. Not only should the child be taught to read by the means of the sounds of the language, which has been a favorite idea of many prominent friends of education, but he should have a fixed character for every sound, or else, in the outset, he will be likely to have a natural tendency to dislike his book; a

tendency sometimes, to be sure, overcome by a skilful teacher, but often irremediable.

For the common orthography has such a variety of changes, not only in the sounds attached to each letter of the Romanic alphabet, but also in the number of combinations attached to each sound, that the child is liable to become so confused at the commencement of his educational career, as to render it extremely difficult, if not impossible, for him to progress with any degree of rapidity satisfactory to the teacher. The letter *i*, for instance, is pronounced differently in the following words; police, sin, bird, onion, evil, business; while, at the same time, the long sound of *i* is represented by no less than twenty-six different letters, or combinations, such as *ais-e* in *aisle*, *eigh* in *height*, *ey* in *eying*, *eye* in *eye*, *hi* in *rhinoceros*, *hy* in *rhyming*, *i* in *bind*, *ie* in *indict*, *ie* in *die*, *ig* in *sign*, *igh* in *sigh*, *ighe* in *sighed*, *is-e* in *isle*, *ui* in *beguile*, *uy* in *buy*, *y* in *fly*, *ye* in *dye*, &c. The short sound of *i* is expressed in thirty seven different methods, such as: *e* in *pretty*, *ui* and *ea* in *guineas*, *ee* in *breeches*, *ei* in *forfeit*, *ewi-e* in *housewife*, *hi* in *exhibit*, *hy* in *rhythm*, *i* in *pit*, *ia* in *carriages*, *ie* in *pitied*, *o* in *women*, *u* in *busy*, *y* in *physic*, *ey* in *money*, *uy* in *plaguy*, &c., and the other sounds of the letter *i*, mentioned above, having as many more modes of representation.

Difficult as all these combinations are to learn, they must be taught to children. The experiments that have been made, show that they may be taught better and easier by means of the Phonetic system. The result of a recent test instituted by Miss Emily R. Baxter, teacher of a public school in South Boston, is thus expressed in her report to the Committee.

"Eight months since, there were in my sixth class, sixteen children who could not read, and who now average between five and six years of age. By authority of the local Committee, Phonetic books were used by that class. Some question afterwards arose whether the local Committee had authority on the subject, and it was therefore thought best, without any change of opinion of the local Committee as to the merit of the Phonetic method, to discontinue their use, which was immediately done. I was unprepared, however, to give any opinion upon the value of the system, and hence determined to pursue the experiment out of school hours. The children were divided, as equally as possible, in age, ability, and numbers. A portion of them, eight in number, received the usual amount of instruction in the common method in school. The remainder, (all of foreign parentage,) when both teacher and pupils were exhausted by the labors of the day, after each school session, were taught for twenty minutes by means of the Phonetic method, but received no instruction during school hours.

"What has been the result? From the sixth class those taught Romanically have advanced into the fifth as rapidly as children in a large school usually do in the same space of time. They can read easy words by first spelling them aloud, perhaps pronouncing one word in ten without the previous spelling, can enunciate passably, and perhaps spell a few short words.

"But from the same sixth class, the eight taught Phonetically have uniformly advanced, until they have reached, three the second, and five the third class, read fluently in *both* prints from much more difficult books than those taught Romanically use, spell so much better that there is no comparison between them, enunciate distinctly, and also analyze in a superior manner. In short, those taught Phonetically, read more fluently, spell, enunciate, and analyze better than their schoolmates in the same class, who are considerably older than themselves, and who have studied for a much longer period of time. One little boy four and a half years of age, has by the means of the new system, advanced so rapidly, that he reads, spells and enunciates the common print, better than his sister who is two and half years older than he is, and who has studied four times as long."

The Phonetic system of instruction, thus beneficial in its effects, has been introduced into 119 public and five private schools of Massachusetts.

A Committee of the American Academy of Arts and Sciences, a Committee of the American Association of the Friends of Education, a Committee of the American Institute of Instruction, two Joint Committees of the Massachusetts Legislature on Education, a Sub-Committee of the Boston Primary School Committee, a Committee of the Ohio State Teachers' Association, a Sub-Committee of the School Committee of Cincinnati, and various committees of divers associations in different parts of this country, as well as in England, have reported in favor of this system of Phonetic instruction.

In short, your Committee have reason to believe that no Committee ever appointed to examine its merits have reported adverse to it.

The School Committees of Plymouth, Fitchburg, Lynn, Dedham, Somerville, Natick, Abington, North Bridgewater, Bridgewater, and Waltham, have already authorized its introduction into the public schools of those towns, for the purpose of teaching the reading, spelling, and enunciation of the common orthography.

Believing, therefore, that the new system contains much that will prove valuable in the instruction of youth, your Committee respectfully submit the following resolutions:

*Resolved*, That teachers in different parts of Massachusetts

be recommended to test the merits of the Phonetic system for themselves by actual trial in their schools, and report the results obtained in such a way as to secure their publicity.

*Resolved*, That School Committees be recommended to introduce the new plan of instruction only into those schools taught by teachers desirous or willing to use it.

All which is respectfully submitted.

F. N. BLAKE,  
THOMAS SHERWIN,  
STEPHEN C. DILLINGHAM.

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## Resident Editors' Table.

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GEORGE ALLEN, Jr., ..... *Boston*, } RESIDENT EDITORS. { E. SMITH, ..... *Cambridge*,  
C. J. CAPEN, ..... *Dedham*, } E. S. STEARNS, ..... *West Newton*.

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### A NEW YEAR.

A new year has rolled in upon us, and, we trust, with improved prospects for the cause of education, and for all teachers, especially for the patrons of this Journal, who deserve success if they feel that interest in their profession which induces them to take and read an educational Journal. We ardently hope that the "Massachusetts Teacher" will continue to merit their support and encouragement, and that the close of the volume for 1853 will exhibit an improvement as great in degree as that which has marked its predecessors.

We see many points in which the "Teacher" might be improved, some of which can only be introduced gradually. Could the Editorial Department furnish to its readers a complete transcript of foreign, as well as domestic, educational news,—give some account of the contents of the foreign Reviews, such as the Edinburgh, the Quarterly, the Westminster, and Blackwood, its value would be enhanced; for teachers might thus be supplied with information highly valuable, and even essential to a thorough insight into foreign politics, and a complete acquaintance with the progress of Europe in letters, science, and art,—knowledge with which every teacher who wishes to be considered as belonging to the "living present" should endeavor to be supplied. A retrospect such as this department could afford, would not, indeed, furnish all desirable information of this kind, but it would, no doubt, form an agreeable and a useful feature of the work.

Notices of changes which may have taken place in schools,—of the appointment of superintendents and teachers, of the establishment of High schools, of increase in the salaries of

teachers ; concise reports of teachers' meetings, so far as they may convey useful information ; letters from abroad giving information in regard to schools, salaries, and expenses of living, and methods of teaching, and all educational news, may be considered as belonging to this department ; and teachers are solicited to aid in making it complete. Any teacher can, if he please, contribute for the pages of this Journal, some item of news, or communicate some new idea in the science of teaching, thereby enriching its pages, helping to increase its circulation, and adding to the common treasury of useful information.

We invite the Editors of other Journals of this kind to exchange with us, and to remind us if we neglect to extend the usual courtesies.

At the commencement of a new year, may we not solicit for the "Massachusetts Teacher" a larger circulation ? Although the list of subscribers has somewhat increased during the past year, it is by no means secured upon a sure basis, nor is the editorial charge yet independent of the charitable labors of a few teachers of the State ; under these circumstances may they not ask of their brother teachers to lend it a helping hand ; and if they do not chose to contribute to its pages, that they will do what they may to increase its list of subscribers, and thereby furnish it with that "material aid" without which all enterprises of this kind must meet with signal failure ?

c.

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#### PUBLIC EDUCATION IN EUROPE.

OUR readers will be glad to learn that Mr. Barnard is preparing for the press a new edition of his work on "Normal Schools," with the title of "Public Instruction in Europe," — a title which more accurately indicates the contents of the volume. Of the original work we have before spoken. We have not hesitated to pronounce it, in our judgment, *the most valuable contribution which has yet been made to the library of the American teacher or educator*. It is to our profession what Blackstone is to the lawyer, and Bowditch's Navigator to the mariner.

It contains the most complete history of the best systems of primary education in the several countries of Europe, and the only extended account which has been given in any books in the English language, of the various institutions, agencies and means for the professional training and improvement of teachers. It is full of valuable suggestions as to methods of teaching, and the arrangements of courses of instruction in schools of different grades. The suggestions and plans which it presents, are not

the crude speculations of a novice, but the matured views and varied experience of many wise statesmen, and practical teachers and educators, in perfecting systems and institutions, through a succession of years, under the most diverse circumstances of government, society and religion.

Mr. Barnard has availed himself of a recent visit to Europe, to extend the inquiries which he originally made in 1835-36, and to collect recent documents not only respecting primary schools and the training of teachers, but in every department of the educational field.

The forth-coming volume will embrace the history and latest statistics of universities, public libraries, *educational periodicals*, ragged schools, &c. The whole will make a volume of over six hundred pages, octavo.

We most sincerely wish that a copy of this invaluable work could go side by side with each copy of "Uncle Tom's Cabin," and be read by the same readers. In examining teachers who are candidates for important posts, it would be well to question them as to their acquaintance with this book.

P.

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### CHANGES.

THE readers of the "Teacher" will hereafter miss from its pages the services of a gentleman who has done much to enrich them with instructive and entertaining materials, and whose character, as an educator and as a man, is above praise. Many will know that we have reference to Mr. J. D. Philbrick, who has left the place which he has so long and so successfully filled, the mastership of the Quincy School, and gone to labor in a more extensive field of usefulness, and one, perhaps, better suited to his taste, his abilities, and his aspirations,—the State Normal School of Connecticut. We know not where the Superintendent of Schools in that State could have looked for a better selection. Mr. Philbrick entered the city service, we think, in 1844, as Usher in the English High School, having previously been employed since his graduation from Dartmouth, in 1843, as Principal of the High School in Roxbury. In 1845 he was appointed to take charge of the Mayhew School, from which, in 1848, he was transferred to the mastership of the Quincy School, then newly built and organized. What this school has become under his able management, they can judge who have visited it. The conduct of affairs in a school of from seven to eight hundred pupils is a work of no ordinary difficulty, and requires consummate skill and systematic arrangement. We venture the assertion, based on personal observation, that the Quincy School, under the able management of Mr. Philbrick, was a model both in regard to order and the general plan of instruction.

The Teachers and pupils of the Quincy School, on the occasion of his leaving, as an evidence of the esteem in which, as a teacher, friend, and counsellor he was regarded by them, presented Mr. Philbrick with a valuable silver vase and salver. The presentation was made in their behalf by Rev. Geo. M. Randall, Chairman of the Sub-Committee of the school, in a speech of great beauty and power, and an appropriate and feeling response was made by Mr. Philbrick.

We cannot close this short notice without bearing testimony to the valuable services which Mr. Philbrick has rendered out of the immediate sphere of his school labors. For the several past years he has labored zealously in the cause of education, and has done much in the "Massachusetts Teachers' Association" to make its influence respected. Under his supervision as resident editor of the "Massachusetts Teacher," a foster child of the "Association," it has increased in strength and usefulness, and has become clothed with an influence which its most ardent well-wishers had not anticipated for it. The value of the "Teacher" as an educational work depends, of course, upon the practical value of the contributions from those who are so kind as to edit it : but its *success* depends much upon its punctual appearance ; and for this its Resident editors are responsible. Mr. Philbrick has ably edited several numbers, and for the past two years has been the main assurance of its promptness, and its most extensive contributor. For these services, as teachers, we owe him a debt which we cannot repay. But we may add that if the consciousness of services well-directed and bestowed is pleasant in proportion to their magnitude, then may he experience true pleasure and content. May success attend him. c.

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Mr. J. W. Hunt, for many years the successful Principal of the High School in Plymouth, has received and accepted a call to take charge of the High School in Newton Centre. His taking leave of his pupils was characterized by an incident similar to one which we have recorded above : he was presented by them with a beautifully wrought silver pitcher.

Roxbury, we believe, next to Boston, appreciates the services of its teachers more highly than any city or town in the State. The salary of Mr. Long, Principal of one of the Grammar Schools in that city, has lately been raised to \$1200.

Mr. C. E. Valentine, late Sub-Master of the Quincy School, Boston, has been appointed Principal of the school, in place of Mr. J. D. Philbrick, resigned. His salary is \$1500. In the same school, Mr. B. W. Putnam has been promoted from the post of First Usher, to that of Sub-Master, salary \$1000. Mr. J. O. Brown takes his place, salary \$800.